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# OTR BULLETIN

APRIL - MAY 1965

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## IN THIS ISSUE ....

OTR courses scheduled to begin in May and June are highlighted with a brief description of each on page 6.

Read the article on page 12 to bring you up-to-date on the courses offered by the Operations Support Faculty.

If you are being sponsored for non-Agency training, be sure to read the article on Training Agreements, page 14.

Extracts from two articles that appear in Management News, March 1965, begin on page 17. The information is connected directly with management's emphasis on the skill of listening, particularly by supervisors in their day-to-day relations with those whom they supervise.

The case method of instruction is used in many of OTR's courses. Its objectives and use are in the article on page 22.

The summer schedule of area universities and current TSB courses are included in the section on Non-Agency training, beginning on page 25.

And the usual news items in the Bulletin Board, as well as a Directory of Training Officers and the OTR Directory.

# BULLETIN BOARD

## OTR CATALOG OF COURSES

That portion of the Catalog of Courses, March 1964, dealing with OTR courses is being revised to reflect new courses which have been introduced, those discontinued, and changes in content and prerequisites of others. Catalog inserts will be sent to Training Officers as soon as they are completed.

A sterilized version of the catalog for use at overseas posts is now available. Copies may be obtained by calling the Training Assistance Staff [ ]

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## NEED MORE OR FEWER COPIES OF OTR PUBLICATIONS

Do you wish to increase or reduce the number of copies you are now receiving of OTR Bulletins, Special Bulletins, announcements of NWC and ICAF lectures, and Catalog inserts? If so, please call [ ] on [ ] and give her your information.

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## TRAINING OFFICERS AND TRAINING ASSISTANTS

[ ] TO/OL, has a new room number and telephone extension: 1326 Quarters I; [ ] is the new Training Assistant for OSI. Room number 6F-24; [ ]

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## SPEECHES MADE BY CIA OFFICIALS

The Director of Training has the responsibility, by regulation, for administrative coordination and record-keeping of requests received by CIA officials to appear as guest speakers at schools and colleges operated by the Department of Defense and other agencies of the Government. [ ] specifies that "such requests shall be referred to the Office of the Director of Training, which will initiate or coordinate the appropriate response and will maintain necessary records in connection with this activity." In cases where senior officials accept invitations orally or reply directly, will Training Officers arrange to notify or send a copy of the correspondence to the Office of the Director of Training.

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LANGUAGE  
TESTING

Training Officers should bring to the attention of returnees from an overseas tour as well as those who have entered on duty recently and have a knowledge of a foreign language, that they may be tested to determine their level of proficiency in a language or languages. This also applies to employees who have completed internal or sponsored language training at a non-Agency facility. These tests may be scheduled by calling

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NOMINATION  
DEADLINES FOR  
INTERNAL AND  
NON-AGENCY  
COURSES

Courses in both internal and non-Agency training have dates for close of registration. To ensure enrollment in a course, we encourage early application. Some classes are fully subscribed before the close of registration; in other cases they are not filled by the deadline and enrollments will be accepted after the announced closing. There are occasions, however, when employees who have registered early for a course may be canceled because of higher priorities of other applicants. In such cases, we invite your indulgence of the Registrar Staff--especially when we are not able to notify Training Officers of cancellations until the last minute.

MASTER OF SCIENCE  
IN TEACHING

The College of Continuing Education (a college concerned with students whose full-time occupations are other than the pursuit of their education), in cooperation with The American University, announced in early March the degree of Master of Science in Teaching. It is planned for part-time students who already have a Bachelor's degree and are seeking a second career. The standards for admission to the degree are the usual requirements for graduate programs. In addition to the prerequisite courses, the program consists of a minimum of 33 credit hours of professional training for teaching on a secondary level. Twelve hours will ordinarily be taken in the subject area in which the candidate expects to teach. The remainder of credits will be taken in education as outlined in the curriculum. Since candidates are required to complete 9 credit hours in a graduate seminar area, no thesis is required. To complete the degree each student must pass two comprehensive examinations -- one in an approved subject matter area, the other in the field of education.

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For information on the MST curriculum, you may call  
[REDACTED] For further information, write to: Office of the Dean, College of Continuing Education, The American University, Washington, D. C. 20016.

INTELLIGENCE  
RESEARCH  
AND PHOTO  
INTERPRETATION

This course is scheduled for five weeks, 13 September-15 October. It will be part-time mornings only on Monday, Wednesday and Friday. The course is open to all Agency employees.

NATIONAL  
INTERDEPARTMENTAL  
SEMINAR

The next seminar (#19) is scheduled for the four weeks from 14 June to 9 July. Selection for the program is made by the Director of Training about two weeks before the seminar begins. Training Officers are asked to send the names of their candidates as soon as possible to allow sufficient time for the Registrar to prepare biographic information basic to selection. A biographic profile must be submitted on each candidate. In the past some Training Officers have been attaching the profile to the external training application; it would assist the Registrar immeasurably if the profile were sent separately, and before submission of Form 136.

AGAIN!

It's that time again -- to repeat our earlier request to send the Admissions and Information Branch the complete information on a Form 73. AIB is concerned especially about the correct EOD date, the date of birth, and the reason for the person's taking the course (that is Item 8). Signatures of officials approving the the training must appear on both the original (green) and the instructor's copy (pink).

SENIOR  
OFFICER  
PROGRAM

Principals for the Senior Officer Colleges, August 1965 - June 1966, are expected to attend a special program given by OTR during the week of 19 July. The program will be given in Room 803, 1000 Glebe. Each principal at headquarters is being notified personally by C/AIB of the scheduled program in sufficient time for him to make any required administrative arrangements to insure his presence at the program.

PRINTING  
SERVICES  
SEMINAR

The Office of Logistics will conduct a Printing Services Seminar on 4-6 May from 0900-1230 hours at headquarters building. The seminar is for administrative personnel and those other employees who are responsible for ordering, authorizing, and preparing materials for printing and reproduction. Illustrated lectures will cover various types of printing and photographic processes, job-cost estimations, and the selection of proper printing methods. A thirty-minute motion picture "Printing for Intelligence" will be shown. A tour of the Printing Services Division plant will be conducted on the second day. The seminar will close with a panel discussion and a question-and-answer session.

Registration is arranged with the Training Officer, OL. Form 73 should be sent directly to him at 1326 Quarters Eye; [REDACTED]

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USDA  
SCHOLARSHIPS  
FOR FEDERAL  
EMPLOYEES

The graduate School of USDA has set up scholarships for Federal employees for the academic year 1965-1966. A grant is available for a course offered in the fall of the '65 semester, in the spring '66 semester, or for a full-year course covering both semesters. Call [REDACTED] [REDACTED] for further information.

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SCHEDULE OF  
PRETESTS FOR  
OTR CLERICAL  
REFRESHER  
COURSES

Purpose : To determine the level of shorthand or typing course for which an employee is qualified.

Place : 2103 Washington Building Annex, Arlington Towers.

Time : 0920 hours on the scheduled date.

Registration: Form 73 is sent to AIB/RS/TR for Clerical Refresher Course. AIB then registers employee with Clerical Training/IS/TR for pretest.

Dates of Courses and Tests : 6 July - 30 July  
Pretest 30 June -- typewriting  
1 July -- SHORTHAND

9 August - 3 September  
Pretest 4 August--typewriting  
5 August--SHORTHAND

AGENCY  
QUALIFICATIONS  
TESTS-FOR  
CLERICALS

Purpose : To qualify employees for positions as  
Agency typists or stenographers.

Place : 2103 Washington Building Annex,  
Arlington Towers.

Registration: Training Officer calls Clerical Training  
Office directly;

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Time and Day of Test: Given to the Training Officer when he  
registers his employee.

Dates	:	<u>Typewriting</u>	<u>SHORTHAND</u>
		24 May	25 May
		14 June	15 June
		28 June	29 June
		19 July	20 July
		2 August	3 August



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**Administrative Procedures (2 wks full time 80 hrs)**

For clerical employees who support the CS at Headquarters. Covers organization, functions, and general administrative regulations and procedures of the Agency; emphasis is on the CS.

**Advanced Operations Seminar (2 wks full time 80 hrs)**

For middle-grade and senior officers of the CS. Covers operational experiences of the Area Divisions.

**Budget and Finance Procedures (3 wks full time 120 hrs)**

For administrative assistants or support officers who will maintain budgetary, financial, and property records at a Class B Station. Heavy emphasis on all facets of financial responsibilities.

**China Familiarization (1 wk full time 40 hrs)**

For professional employees. Covers generally, geography, history, economic factors, and role in foreign affairs of mainland China. Also pronunciation of Chinese names.

**CIA Review (2 hrs)**

For all overseas returnees. Covers high lights in the Agency's development within the recent two years.

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**Information Reports Familiarization (1 wk full time 40 hrs)**

For CS employees assigned as junior reports officers or those assigned to prepare CS reports and intelligence cables.

**Introduction to Communism (2 wks full time 80 hrs)**

For professional employees at EOD. Covers doctrine, organization and operations of the Communist movement.

**Introduction to Intelligence (2 wks full time 80 hrs)**

For professionals, principally at EOD. Covers concepts of intelligence, the intelligence agencies in the U. S. Government, and the Agency's responsibility for the collection, production, and dissemination of intelligence; fundamental American beliefs.

**Management (1 wk full time 40 hrs)**

For GS 11 thru GS 14. Covers up-to-date practices and attitudes to be applied in planning, directing and managing the work of others.

**Midcareer Executive Development (6 wks full time 240 hrs)**

For designated midcareerists. Covers the activities of components of the Agency, the U. S. Government in its national and international setting, and problems of management.

**Operations Familiarization (6 wks full time 240 hrs)**

For CS personnel and non-CS officers whose responsibilities in support of operations require adequate familiarization with functions of the case officers and with the programs and operations of the CS.

**Operations Support (4 wks full time 160 hrs)**

For CS employees who support the CS at Headquarters or in the

field. Covers name checks, foreign travel, dispatch, pouch, cable procedures, and familiarization with tradecraft. Emphasis is on the field station.

Orientation for Overseas (2 das full time 16 hrs)

For employees (and spouses) assigned to a first overseas post. Covers briefings on the Agency's mission and functions, security and cover, and how to deal effectively with people of other cultures, as well as legal and medical advice.

Orientation for Training Assistants (1 da full time 8 hrs)

For employees who support activities connected with the training of Agency personnel. Covers procedures for admission of employees to internal and external courses or programs.

Orientation for Training Officers (1 1/2 das full time 12 hrs)

For professional employees who plan training programs and for others who are concerned less directly with training matters. Covers activities of OTR Schools and Staffs.

Project USEFUL (2 das full time 16 hrs)

For U.S. military officers (field grade and above) and civilians in the military (GS 13 and above). Covers generally, functions and capabilities of Agency to support the military and the support Agency requires of military.

Senior Management Seminar (1 wk full time 40 hrs)

For GS 15 and above. Selection by Senior Training Officer. Conducted by contract instructor; features managerial grid.

Supervision (1 wk full time 40 hrs)

For first-level supervisors GS 5 through GS 10. Covers the problems to be met in planning and directing the work of subordinates; includes factors of motivating and communicating.

Writing Workshop (Basic)(4 wks part time 24 hrs)

For professional employees; non-professionals may attend under certain circumstances. Covers basic principles of grammar and rhetoric, and the elements of sentence and paragraph structure.

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Learning is indeed a life long process! Although quoted from fantasy, Alice in Wonderland reminds us of the rapidly changing tempo when she said "You have to run as fast as you can to stay where you are." The late President John F. Kennedy, noted: "In an age of rapid social and unprecedented increase of knowledge and scientific invention we must do all in our power to strengthen our system of formal education. But we must not stop there. We must recognize that a free society today demands that we keep on learning or face the threat of national deterioration."

*Courses offered by*

## THE OPERATIONS SUPPORT FACULTY, OPERATIONS SCHOOL

The Operations Support Faculty of the OTR offers three courses to assist support employees in the Operating Divisions and Staffs in the Clandestine Services to carry out their duties more efficiently both at headquarters and in the field. Many of you who have been in the Agency and consider yourself "old-timers" are familiar with these courses--Administrative Procedures, Operations Support, and Budget and Finance Procedures--for they are highly patronized courses in OTR. However, there may have been minor changes in emphasis of subject-matter and in the type of employees to whom the courses are directed since you read the last course description--or when you attended it yourself--so we invite you (especially Training Officers!) to read the article. It will be a general review of the material covered in the courses and will identify those who will receive the most benefit from attendance at them, and will suggest at what time in their career they should attend. We recommend that you consult the OTR Catalog of Courses for a list of the specific subjects covered in lectures and practical problems.

**Administrative Procedures** is a two-week course for clerical and secretarial employees supporting the Clandestine Services at headquarters. It acquaints them with Agency organization, functions, and general administrative regulations and procedures, with emphasis on the Clandestine Services, as well as provides them with an introduction to tradecraft terminology and familiarization with clandestine activity. This course is not a substitute for the Operations Support Course before assignment to a field station.

The **Operations Support Course** is a four-week, full-time course for personnel supporting the Clandestine Services either at headquarters or in the field. Although it is helpful to employees who have either a headquarters or field assignment, it should be a "must" for secretarial and junior and middle-level administrative and support

officers scheduled for their first (often second) overseas assignment. Although the course contains some of the subjects covered in Administrative Procedures, it is more advanced and, generally is presented in greater detail and depth. It is to his advantage if the student who takes Ops Support has been in the Agency for a period of time so that his ears are attuned to the abbreviations, contractions, cryptos, and so forth, used within the Agency. It also is to his advantage to have a basic knowledge of Agency organization, functions, and the terminology and in day-to-day communications.

**Budget and Finance Procedures** is a more specialized course. It is conducted for three weeks and is for administrative assistants and support officers who will maintain budgetary, financial, and property records at a Class B or Type II station (a station where there is no finance officer). Administrative Procedures or Operations Support is a prerequisite for this course. Lectures cover the phases of financial, budgetary, and logistical responsibilities of the Chief of Station as well as the responsibilities of the administrative assistant (or support officer) preparing and maintaining reports, records, and accounts necessary to discharge these responsibilities. Generally, the Chief of Station relies on this assistant for advice on his budgetary, financial, and logistical responsibilities to headquarters; so too, do other employees in the Station or Outposts for all forms of administrative advice and counseling.

Instruction in the three courses is usually a combination of lectures, films, and practical problems. A student is evaluated on each category of material covered in the courses on the basis of tests and written reports. The Chief Instructor will discuss a student's performance with either the Training Officer, his supervisor, or with the student himself.



## TRAINING AGREEMENTS

Since the passage of the Government Employees Training Act (PL 85-507), CIA requires Continued Service Agreement (Training Agreements) from its employees who are to engage in certain external training programs. (A copy of the Training Agreement is on the following page.) In signing it, an employee agrees to remain with the Agency for a specified period of time following completion of his sponsored training or failing this, to reimburse the Agency for those expenses, other than salary, incurred by this training. The normal "rule-of-thumb" for the length of committed service required by the Training Agreement is three times the length of the training, but with a minimum service of twelve months. However, for very costly short programs an employee may be required to remain with the Agency for longer than twelve months.

After 1958 Training Agreements were required of Agency employees who were to attend external programs of six months or longer. In October 1962 the Deputy Director for Support broadened the types of external programs for which Training Agreements are required and for which the length of committed service after training is at least twelve months. Such programs are:

- a. Full-time programs of three months' length or longer, regardless of cost.
- b. Training programs involving travel, per diem, and tuition costs, each as a single item or in any combination, of \$500 or more, regardless of the length of the program.
- c. Senior Officer Schools, including the Foreign Service Institute's Senior Seminar in Foreign Policy and Harvard's Advanced Management Program.
- d. Part-time programs which, in aggregate credit earned or training-time invested, will amount to 12 semester hours or the equivalent.

The OTR administers the Training Agreements for the Agency. An employee signs the agreement after his sponsorship has been approved but before the actual training begins.

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# LISTENING: KEY TO COMMUNICATIONS

If the average executive -- as he does -- spends 60 to 70 percent of his time listening; and if the average educated listener -- as he does -- forgets 75 percent of what he hears in a matter of hours; what then can be said about communications in the average organization. Usually communications are not very good. Most managers are well aware of this. The real question is, what can be done about it?

Listening has been the subject of intensive research -- notable by Dr. Ralph G. Nichols of the University of Minnesota. These studies show that it can be improved in a number of ways.

One important step in that direction is to be aware of what causes us to be poor listeners. A key reason is failure to capitalize on the difference between the time it takes to say words and the time it takes to "think" them. The latter is much shorter. Result: The listener's mind races ahead of the speaker's words, so that most of us are continually tuning in and out of the conversation, frequently staying off the beam so long that we lose the subject completely and thus miss some of the key points.

The remedy is to use the difference in time constructively. Use it, for example, to evaluate what the speaker is saying. (Does he support it by facts? Is he qualified to talk on the subject?) Or anticipate in line with his thought. (What point is he apparently planning to make?) Or recapitulate--summarize mentally, as he continues, what he has said.

But many other causes for poor listening also deserve attention. A common one, simply cured, is failure to resist distraction. The answer, of course, is to concentrate on

what the speaker says--a matter of discipline and training. But there is a trap here. Listening is not passive; it takes energy and can be hard work. A temptation to which one can succumb is to spend effort in looking as if he is listening, without really doing so. One professorial lecturer puts it this way: "When a student looks at me with apparently rapt attention, I can be pretty sure his thoughts are miles away."

Emotional reactions constitute another major barrier to effective listening. We allow ourselves to become overstimulated at statements we don't agree with, and if we don't interrupt vocally to argue or refute we still do so mentally. This again throws the listener off the track.

It's better to pay strict attention, hear the man out, and hold your fire until you are sure you understand him. Even more damaging are psychological deaf spots, caused by emotional blocks, which lock one out of a conversation altogether. The mention of Castro or income tax or similar red flags may upset us emotionally, and so we promptly stop listening.

A contrasting failure in listening but one with the same result, is to rule out a subject as uninteresting or devoid of value as soon as the speaker begins. The good listener is a sorter, a winnower. He listens closely because he is always looking for something he can use in a conversation or a speech. And his reward is that he almost invariably finds it.

# COACHING AND COUNSELING

The good manager is both a coach and a counselor. And since the two roles are by no means the same, it is important to realize the difference between them, and to know the principles that lead to success in this phase of the managerial job.

To be a coach is to be both informational and inspirational. The coach integrates the unique capacities of members of his team. He lifts people up and out of themselves, sweeps them along through emotional appeal. Inspiration is a powerful motivating factor for which there is no substitute in many situations.

To be a counselor is to lead a person to self-insight and self-awareness, normally through a relaxed question and suggestion technique, and skillful listening. The good counseling session is one where the atmosphere is suggestive and supportive.

In spite of these differences there is much common ground in the principles of successful counseling and coaching:

## CONCENTRATE ON THE CONVERSATION.

Good listening is a fairly rare occurrence, but it is vital. Give the man your undivided attention. He can tell if your mind wanders; the effect can be ruinous.

## STRESS THE IMMEDIATE FUTURE.

It's easy for the subordinate to make commitments for five years ahead--no immediate achievement is called for, and maybe the whole thing will be forgotten by then. Good managers put people on short strings; they reach agreement with their people on goals for next week, next month, next year at most.

## **EMPHASIZE HORIZONTAL GROWTH.**

Talk

about doing the present job better. Let promotion--vertical growth--take care of itself. It probably will; and not everyone wants promotion anyway.

## **USE CRITICAL INCIDENTS.**

Talk about actual

happenings; give the man something concrete to work on. Avoid generalities. A person may be careless but if he is labeled so he will resist and resent it. Cite an actual incident instead, and discuss its effect on his work and standing.

## **KNOW THE MAN.**

Be sensitive to differences be-

tween individuals. Some men have vast energy, some do not; some with great stores of information don't know how to apply it, while others with little can get much done. Provide room for varying capabilities and set individual goals accordingly.

## **KNOW THE RACE.**

Be clear on what you want of

the man and be sure he knows it too. Use small increments of improvement as goals and give him a chance to see that he is making progress toward them.

## **STRESS ACCEPTANCE.**

Get agreement on facts

and objectives. But win it rather than force it. Don't argue.

## **CRITICIZE EFFECTIVELY.**

Used properly, criti-

cism is a tremendous power for good that everyone needs. But no one really wants it, so be sure that at the very least it's constructive. Another way to make it effective is to get it over with fast, then use the rest of the time for healing the wound. In other words, omit the first layer of the popular "sandwich" approach of praise, criticize, praise. Criticize in the morning and early in the week so the criticism becomes integrated with the job and not a subject for brooding at home.

Never use humor--it can sound too much like sarcasm. It's quite possible to be forthright without becoming caustic, to point out flaws and yet be compassionate. And use praise sparingly, without exaggeration. Confine it mostly to people who are trying hard and making progress; and when possible praise subordinates in an area of their work that causes them anxiety.

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Every now and then go away, have a little relaxation, for when you come back to your work your judgment will be surer, since to remain constantly at work will cause you to lose power of judgment. . . . Go some distance away, because then the work appears smaller, and more of it can be taken in at a glance, and lack of harmony and proportion is more readily seen.

--Leonardo da Vinci

## THE CASE METHOD OF INSTRUCTION

The case method of instruction is not a new technique of learning. It is considered by some as old as human experience since it is a way of learning from experience: indirectly, by analyzing and reflecting on situations; and directly, by observing and reflecting on the situation that develops within a group.

Use of the case study method is looked upon as an opportunity for self-education which will enable the student in time to shift from hastily contrived opinions and decisions about a situation to more resourceful observation, good listening, reasoned questions and deliberation of probable answers. Its proponents see it as an opportunity for an exchange of opinions, attitudes, and interpretations about a set of facts which are focused around some decision or problem in management or operations. The participant seeks depth, not breadth. He proceeds to dig below the surface and to listen and probe more deeply into the influences, forces at work, pressures, attitudes, points of view, history, and other facts which, in the cross-fire of participation bring depth and insight to the situation.

As a method of instruction it is useful in group studies because the well-written case almost always:

1. generates comments, questions, observations, and judgments from the participants in the group.
2. develops a variety of viewpoints as a result of which participants get into the habit of analysis and plans for remedial action.
3. gives the participant an understanding of the way in which a habit of "looking at problems" is evolved.
4. teaches the participant the way in which "social skills" of more effective communications and



"thinking on one's feet" are developed together with the powers of rapid analysis of separating facts, opinions, and feelings.

5. means that the participant gains "substantive knowledge" because it is necessary to become acquainted with the organizational concepts, operational policies, past and current established practices, legal aspects, social structure in which the specific case takes place, managerial controls, production processes, the supervisory methods, and any other aspects affecting the total environment of the case under study.

Since the student is the active participant (the instructor is active but as the moderator or discussion leader) it is important for him to prepare thoroughly for his participation in the discussion group. There are several approaches, but some students find the actual study of the case to be more effective if they pursue the following sequence:

1. Read the entire case carefully, but without making notes or underlining any words or sentences.
2. Reflect briefly on the over-all significance of the material just read.
3. Reread the case carefully, underlining items which appear to be important or matters which need to be questioned.
4. Note the problems or issues in the case. Separate facts, opinions, feelings, and ferret out the assumptions underlying each.
5. Reflect on how these problems and issues fit into the total context of the case. Make liberal use of the why, what, where, when, who and how with respect to relationships, changes, concepts, policies, practices, actions, communications, management functions, laws, rules and regulations, and managerial objectives.
6. Develop specific and particular programs of action for dealing with problems or issues.

7. Develop alternative programs of action for each problem or issue.
8. Select the preferred program of constructive action from the various programs of action.
9. Review a proposed program of action in terms of:
  - a. anticipated consequences.
  - b. total context of the case.
  - c. possible effects on immediate as well as long-term relationships.
  - d. possible effects on management objectives.
10. Discuss the case with a group to compare and test the acceptance of a proposed program of action with the group. Modify the proposed program in light of the added perceptions and knowledge gained in the case discussion period and subsequent reflections on the total situation.

Essentially, the case method is of a clinical nature. In it attention is focused on one specific situation or problem at a time and the skills evolved tend to sharpen the participant's abilities to recognize individual differences and relate these to the total situation.

# NON-AGENCY TRAINING

MANAGEMENT  
INSTITUTE FOR  
SUPERVISORY  
SCIENTISTS  
AND ENGINEERS  
10-14 May

This program, conducted by the CSC, examines the special nature of the managerial job in research and development organizations by identifying the unique motivational characteristics of scientific personnel, by discussing the impact of organizational structure on the productivity of scientific groups, and by exploring the leadership patterns best designed to release and accelerate scientific creativity. It also includes such topics as the flexibilities of the Federal personnel system in managing scientific groups, career development concepts applicable to scientific personnel, and the administrative and financial practices which permit the most effective direction and control of scientific groups.

The program is intended for individuals, GS-11 through GS-14, who are presently filling, or being trained to assume supervisory and managerial positions in research and development activities in the Federal Government.

LEGISLATIVE  
OPERATIONS  
ROUNDTABLE  
FOR EXECUTIVES  
10-14 May

This is a program conducted by the CSC, and is planned to provide Federal career executives with increased knowledge of congressional activities and the relationship of these to operations of the executive branch. There are discussions on the powers, functions, and organizations of Congress; the legislative process; politics and congressional action; internal and external pressures on Congress; national policy formation; legislative-executive relationships; and congressional views. Participants must be in grade GS-15 and above.

INSTITUTE IN  
PERSONNEL  
MANAGEMENT  
17-21 May

This institute, conducted by the CSC, is designed to develop a fuller awareness of the current thinking on personnel management within the Federal personnel system. It emphasizes the various roles, responsibilities, and interrelationships of the Government agencies and departments, the Civil Service Commission, and the Congress. The personnel implications of new technologies, recent research in human behavior, and new concepts and principles of management are included. Persons in personnel administration, GS-9 through GS-12, are eligible.

DIRECTIVES  
IMPROVEMENT  
18-19 May  
22-23 Jun

This course, presented by GSA, is designed to increase the responsiveness of agencies to executive decisions by improving communication of policies, decisions, and instructions; establishing or revising and administering directives systems which provide timely, effective, and economical communications; and making better use of directives systems.

Persons who either originate directives or manage or operate directive systems are eligible to attend.

RECORDS  
DISPOSITION  
18-19 May

This program is conducted by GSA to help Federal agencies save office space by the removal of records no longer required for daily operations, saving time in locating records, identifying the records which should be kept, and by avoiding the purchase of additional equipment to contain records. The course is designed for employees who have custody of files or who have records-administration liaison responsibilities.

FILES  
IMPROVEMENT  
25-26 May  
14-15 Jun

This course, presented by GSA, demonstrates principles and practices for solving problems with files management. Federal employees responsible for organizing, arranging, or maintaining official agency files are eligible to attend.

THE  
ELECTRO-  
MAGNETIC  
SPECTRUM  
17-21 May

This course, presented by HEW, Occupational Health Research and Training Facility, Cincinnati, Ohio, is designed for industrial hygienists, engineers, and others engaged in the field of occupational health. It

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includes the latest available information on masers and lasers -- potential applications, hazards to health and control methods; also, other forms of electromagnetic radiations, such as micro-waves, ultraviolet and infrared radiations, ultrasonic generators, and ordinary illumination.

SOURCE SAMPLING  
FOR ATMOSPHERIC  
POLLUTANTS  
24-28 May

This course is presented by HEW at the Robert A. Taft Sanitary Engineering Center, Cincinnati, Ohio. It is intended for engineers and other professional personnel concerned with the sampling of effluents from air pollution sources to determine the concentration of potential atmospheric pollutants.

AFRICAN LANGUAGE  
AND AREA COURSES  
(SUMMER PROGRAMS)

Michigan State University has been designated as the National Defense Education Act (NDEA) Center to conduct a program of intensive instruction in African language and area courses from 21 June to 3 September:

Language Courses

Bemba: Elementary (AFR 101, 102, 103)

Hausa: Elementary (AFR 101, 102, 103)  
Intermediate (AFR 201, 202, 203)  
Advanced (AFR 450) (possibly to be conducted in Nigeria)

Pidgin English: Elementary (AF 101, 102, 103)

Swahili: Elementary (AFR 101, 102, 103)  
Intermediate (AFR 201, 202, 203)  
Advanced (AFR 450)

Introduction to African Literature: Swahili (AFR 450)

Area Courses

Anthropology 469. Cultural areas of Africa

Anthropology 872. Graduate reading course in ethnological problems in Sub-Saharan Africa

AFRICAN LANGUAGE  
AND AREA COURSES  
(SUMMER PROGRAMS)  
(continued)

Education 982. Seminar on Education in Africa

Geography 411. Problems in regional geography of  
sub-Saharan Africa

Geography 912. Seminar in regional geography  
(Africa)

History 400h. The background to Africa's emergency  
on the world scene

History 887. Graduate reading course on problems in  
African history

Political Science 453. African political leadership

Columbia University is offering the following courses  
which may be credited toward the requirements for the  
certificate of the Institute of African Studies and for an  
M. A. or Ph. D.

Anthropology S1004	Peoples of Africa	6 Jul-13 Aug
Economics S4138	The economy of sub- Saharan Africa	6 Jul-13 Aug
Geography S4503	Regional geography of Africa	6 Jul-13 Aug
Geography S4505	Historical geography of Africa	6 Jul-13 Aug
Government S6491	Contemporary political and administrative de- velopments in Africa I	6-23 Jul
Government S6492	Contemporary political and administrative developments in Africa II	26 Jul-13 Aug
History S6903	History of tropical Africa	6 Jul-13 Aug

AFRICAN LANGUAGE AND AREA COURSES (SUMMER PROGRAMS)  (continued)	Music S4065	African music	6 Jul-13 Aug
	The following courses given by the Institute may <u>not</u> be credited toward certificate requirements:		
	Economics S4144	Economic development of underdeveloped areas	6 Jul-13 Aug
	Government S6451	Political patterns of developing areas	6 Jul-13 Aug
	History S6905	Expansion of Europe (European imperialism, especially in Africa)	6 Jul-13 Aug

The University of California at Los Angeles is offering a special program in African language and area studies for undergraduate, graduate, and postgraduate students. Four intensive language courses will be offered during the eight-week summer session from 21 June to 13 August. Introductory courses will be offered in Hausa and Yoruba, and introductory and intermediate courses will be offered in Swahili. Each language course will include three hours of classroom instruction and one hour in the language laboratory each day, five days a week. They are 6 unit courses.

Area courses in anthropology, education, geography, and political science will be offered during the first, six-week summer session (21 June-30 July), and courses in education and geography in the second, six-week instruction (2 August - 10 September). The courses are 2 units each.

SCIENTIFIC AND TECHNICAL APPLICATION OF ADP: A SURVEY 7-11 June	Conducted by CSC. For persons serving in engineering, scientific, or technical fields, and managers of persons in these fields, GS-11 and above. Provides information about scientific and technical applications of automatic data processing to assist these persons in updating their knowledge.
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ETB nomination deadline: three weeks in advance.

INVENTORY  
MANAGEMENT  
7-11 June

Conducted by GSA. For employees, generally GS-7 and above, responsible for managing or controlling inventories or implementing supply policies or procedures. Provides basic and advanced methods and procedures for adopting and operating an effective and economical inventory control system. Includes laboratory-type problems in inventory management using calculating machines. Participants preferably should be somewhat familiar with calculator operations.

ETB nomination deadline: three weeks in advance.

SOURCE DATA  
AUTOMATION  
ORIENTATION  
20-21 May  
17-18 Jun

This two-day program, presented by GSA, covers the principles and possibilities of mechanized data processing.

SECOND WORKSHOP  
CONFERENCE  
ON COORDINATED  
TRANSPORTATION  
27-29 May

This is a workshop conference held at American University that concerns the progress of, and the reasons for, lack of progress of unlike modes in coordinated transportation service.



SUMMER SESSION SCHEDULES OF  
WASHINGTON-AREA UNIVERSITIES

Note to Training Officers: Requests for Agency sponsorship of employees in courses at the following universities must be in ETB as follows:

Department of Agriculture Graduate School -- 10 May

All others -- 31 May

AMERICAN UNIVERSITY

21 Jun: First session registration, all former students.  
22 Jun: First session registration, general.  
28 Jul: Second session registration.

23 Jun - 28 Jul: Classes, First 5-week session.  
23 Jun - 18 Aug: Classes, 8-week session.  
23 Jun - 1 Sep: Classes, 10-week session.  
29 Jul - 1 Sep: Classes, Second 5-week session.

CATHOLIC UNIVERSITY

23-26 Jun: Registration  
28 Jun - 6 Aug: Classes

D. C. TEACHERS COLLEGE

28 Jun: Registration  
29 Jun - 6 Aug: Classes

DEPARTMENT OF AGRICULTURE GRADUATE SCHOOL

22-28 May: Registration  
1 Jun - 9 Aug: Classes

DUNBARTON COLLEGE

19 Jun: Registration, First session.  
21 Jun - 24 Jul: Classes, First session.  
24 Jul: Registration, Second session.  
26 Jul - 28 Aug: Classes, Second session.

GEORGE WASHINGTON UNIVERSITY

14 Jun: Registration, First session.  
15 Jun - 21 Jul: Classes, First session.  
22 Jul: Registration, Second session.  
23 Jul - 27 Aug: Classes, Second session.

Law School

7 Jun: Registration for all sessions.  
8 Jun - 21 Jul: Classes, First session.  
8 Jun - 4 Sep: Classes, 13-week session.  
22 Jul: Registration for students attending second session only.  
23 Jul - 4 Sep: Classes, Second session.

School of Education

14 Jun: Registration, First 3-week workshop session.  
15 Jun - 2 Jul: Classes, First 3-week workshop session.  
6 Jul: Registration, Second 3-week workshop session.  
6 Jul - 23 Jul: Classes, Second 3-week workshop session.  
6 Jul: Registration, 6-week session.  
6 Jul - 13 Aug: Classes, 6-week session.  
26 Jul: Registration, Third 3-week workshop session.  
26 Jul - 13 Aug: Classes, Third 3-week workshop session.

GEORGETOWN UNIVERSITY

7 Jun: Applications for First session due from all non-Georgetown students.  
15 Jun: Registration, First session.  
16 Jun - 25 Jul: Classes, First session.  
19 Jul: Applications for Second session due from new students.  
26 Jul: Registration, Second session.  
27 Jul - 2 Sep: Classes, Second session.

HOWARD UNIVERSITY

21 Jun: Registration  
22 Jun - 31 Jul: Classes, 6-week session.  
22 Jun - 28 Aug: Classes, 10-week session.

MONTGOMERY JUNIOR COLLEGE

15-17 Jun: Registration.  
21 Jun - 12 Aug: Classes.

PRINCE GEORGE'S COMMUNITY COLLEGE

18 Jun: Registration.  
21 Jun - 30 Jul: Classes.

UNIVERSITY OF MARYLAND

21-22 Jun: Registration.  
23 Jun - 13 Aug: Classes.

UNIVERSITY OF VIRGINIA, NORTHERN VIRGINIA CENTER

24 May - 11 Jun: Registration.  
14 Jun - 27 Aug: 11-week classes.  
14 Jun - 3 Sep: 12-week classes.

## AGENCY TRAINING SELECTION BOARD

### COURSES SCHEDULED:

#### Army Management Course

6-25 Jun

For senior military and civilian personnel. Agency candidate must be in grade GS 13 or above. Covers the fundamentals and components of Army management processes and the interdependence and correlation of the various systems and their components. Conducted at Ft. Belvoir, Virginia.

#### Conference for Federal Science Executives

2-7 May

For scientists, engineers, and administrators of scientific and technical activities. Agency candidate must be in grade GS 15 or above. Aim is to assist senior career executives in meeting their leadership responsibilities with emphasis on scientific and related programs in Federal Government. Conducted at Williamsburg, Virginia.

#### Executive Development Program

28 Jun - 6 Aug

For senior executives. Agency candidate must be in grade GS 15 or above. Covers elements of effective organization, ways of enlisting human effort, effective executive performance, and management responsibilities. Conducted at Cornell.

#### Executive Leadership Institute

7-11 Jun

For senior executives. Agency candidate must be in grade GS 16 or above (or others at that level of responsibility). Covers basic framework of the U. S. Government, human motivation and values, means of influencing performance, and the personal responsibility of career officials for the success of Governmental institutions. Conducted at the CSC in Washington, D. C.

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2 May - 12 Jun

12 Sep - 23 Oct

For senior executives. Agency candidate must be in grade GS 15 or above. Planned to deepen the executive's understanding of the interrelationships and internal operations of his organization and the national and international economic forces which affect business; to strengthen his grasp of planning and decision making; and to develop his administrative ability. Conducted at Columbia.

14 Jun - 9 Jul

For senior officials of the Government who are concerned with countries designated "critical" and other areas of the world where there is active or incipient insurgency. Agency candidate must be in grade GS 14 or above. Includes study of developing nations, current insurgency, U.S. resources in countering insurgency, the development of internal defense plans, and functions of the U.S. country team. Conducted at the FSI.

Management of Scientific and Engineering Organizations 17-21 May

For Federal science and engineering executives. Agency candidate must be in grade GS 11-14. Covers the nature and scope of management responsibility and suggests ways the technically trained executive may more effectively perform as a manager and administrator. Conducted at the CSC in Washington, D. C.

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## *Seasonally and on the lighter side*

### LOTS OF CHEER, MOTHER DEAR

I'd like to make one exception to the idea that originality should be encouraged in our schools. Please, kind teachers of my children, don't keep on encouraging originality in the making of personalized Mother's Day cards. I'm not sure I can take many more of them.

I'll be very grateful to you if you will write on the chalkboards sweet poems about a mother's sterling qualities (even if I have none of them) and let the children copy them.

The first original offering brought home from school wasn't too bad, though it was certainly different and left me brooding upon its hidden implications:

For a mother who is so good and kind,  
I'll try to keep her on my mind.  
I don't think I'll ever forget her  
And I'll probably always be glad I met her.

Love and cheer  
From your son.

There's one kid, I decided, that I'd better not depend upon for support in my old age.

The next year I was stunned to receive a card, embellished with purple and red flowers, which read:

Dear Mother  
I hope you have a happy mothers day  
For all you ever do is work like a beaverfoot  
And sweep the soot  
Into a can which sits in a little room  
Where the broom  
Will be soon.

My impulse, after I came out of shock, was to rush to the phone, call that child's teacher, and deny that I had a little room with a can full of soot, but I lacked the courage. I never did mention it, relying on the diplomatic immunity parents expect from our children's wonderful teachers who hear all but tell nothing.

The following Mother's Day came a real blow. Home marched a younger child and proudly presented his offering:

I don't think you're too fat.  
I like you like that.  
Happy Mother's Day.

But it was the fourth year and the fourth card that really finished me:

Don't worry if you're getting old  
And because your hairs turning to  
silver and not gold.  
Don't be discouraged because Mother's Day  
Should always be gay.  
Lots of cheer, Mother Dear.

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